



HOWARD GARDNER COMMUNITY SCHOOL

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Howard Gardner Community School

CDS Code: 37680230124321

School Year: 2024-25

LEA contact information:

Danielle Taylor

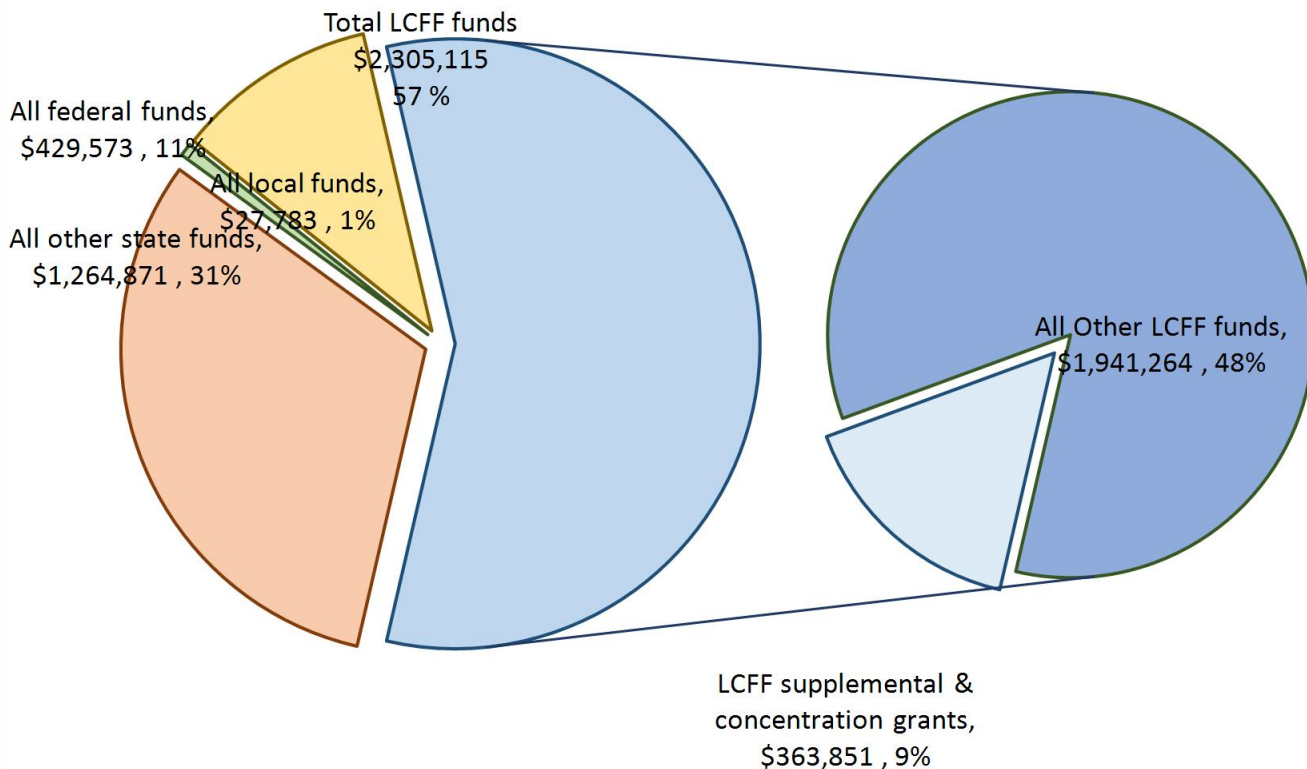
Executive Director

619-934-0400

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

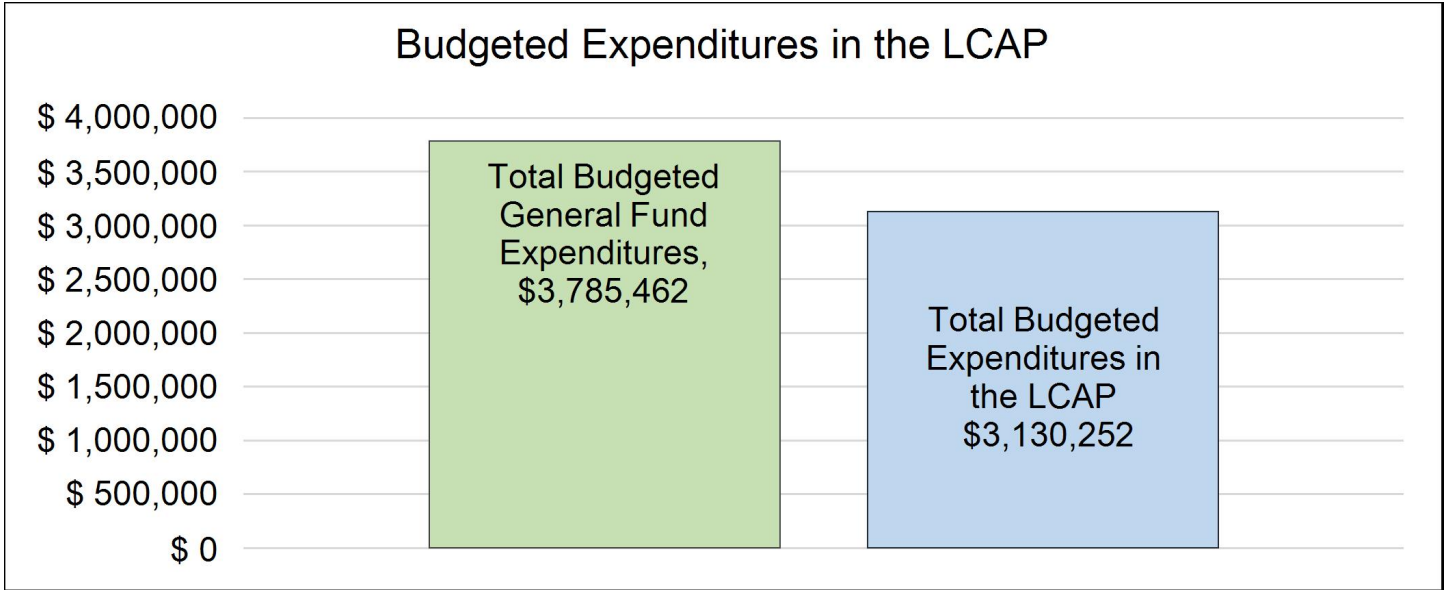


This chart shows the total general purpose revenue Howard Gardner Community School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Howard Gardner Community School is \$4,027,342, of which \$2,305,115 is Local Control Funding Formula (LCFF), \$1,264,871 is other state funds, \$27,783 is local funds, and \$429,573 is federal funds. Of the \$2,305,115 in LCFF Funds, \$363,851 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Howard Gardner Community School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Howard Gardner Community School plans to spend \$3,785,462 for the 2024-25 school year. Of that amount, \$3,130,252 is tied to actions/services in the LCAP and \$655,210 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP) are as follows:

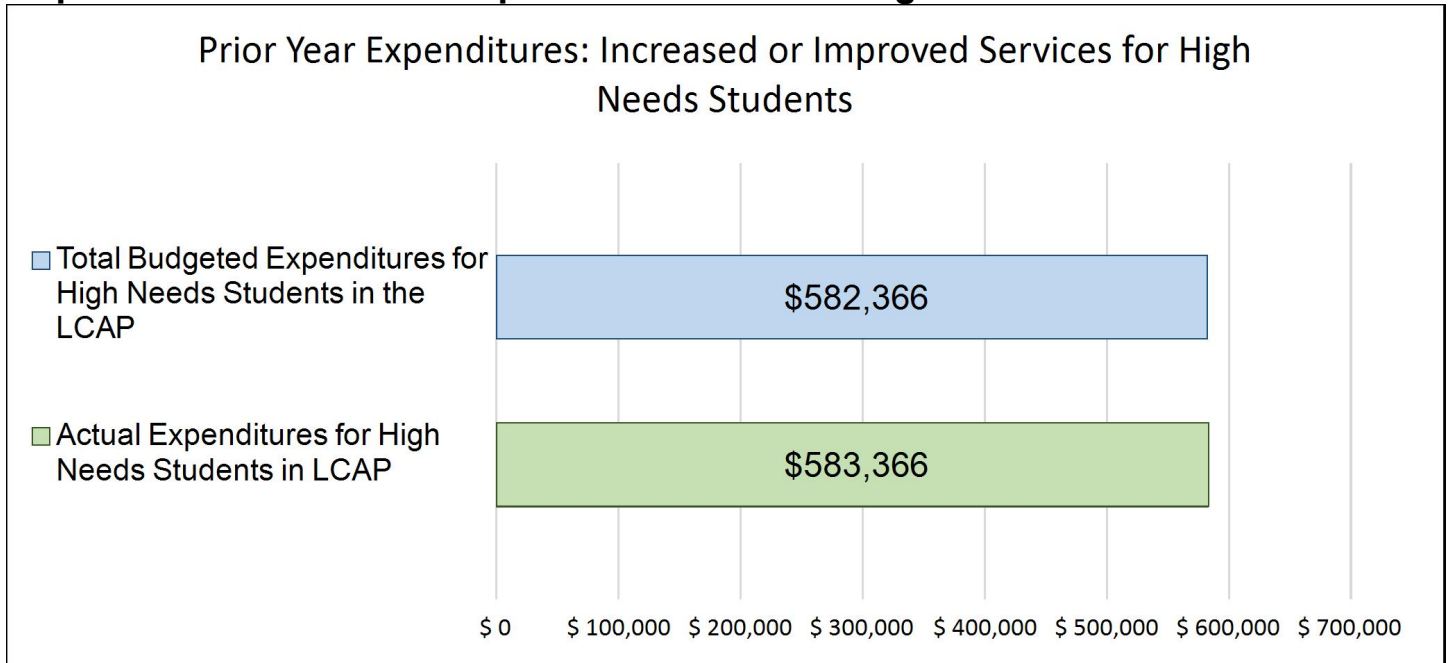
Legal fees, Consulting Services fees and contracts, oversight fees, Depreciation and Building improvements expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Howard Gardner Community School is projecting it will receive \$363,851 based on the enrollment of foster youth, English learner, and low-income students. Howard Gardner Community School must describe how it intends to increase or improve services for high needs students in the LCAP. Howard Gardner Community School plans to spend \$365,551 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Howard Gardner Community School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Howard Gardner Community School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Howard Gardner Community School's LCAP budgeted \$582,366 for planned actions to increase or improve services for high needs students. Howard Gardner Community School actually spent \$583,366 for actions to increase or improve services for high needs students in 2023-24.



**HOWARD GARDNER
COMMUNITY SCHOOL**

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Howard Gardner Community School	Danielle Taylor Executive Director	dtaylor@hgcschool.org 619-934-0400

Goals and Actions

Goal

Goal #	Description
1	Implement a schoolwide Multi-Tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 39.35% 2020-21: Not administered	2021-22: 26.66% Met or Exceed State Standards	2022-23: 16.13%	Available Fall 2024	10%
CAASPP MATH	2018-19: 27.22% 2020-21: Not administered	2021-22: 11.11% Met or Exceeded State Standard	2022-23: 3.9%	Available Fall 2024	10%
% Of Students Prepared for College as measured by EAP ELA	2018-19: 0% 2020-21: Not administered	2021-22: 3.85% met standard, and 11.54% standard nearly met	2022-23: Results pending	N/A	1%
% Of Students Prepared for College as measured by EAP Math	2018-19: 0% 2020-21: Not administered	2021-22: 1.2% met or exceeded, 3.85% nearly met	2022-23: Results pending	N/A	1%
CA Science Test: Gr 5 & 8	2018-19: 1.69% 2020-21: Not administered	2021-22: 2.33% met or exceeded, 45.35% nearly met the standard	2022-23: 11.32% Gr 5: 7.69% Gr 8: 14.81%	Available Fall 2024	5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	2019-20: 62.6%	2020-21: 63.3%	2021-22: 85.5%	2022-2023: 89.70%	65%
Chronic Absenteeism Rate	2018-19: 53.1%	2020-21: 57.4%	2021-22: 42.99%	2022-2023: 50.0%	35%
HS Dropout Rate	2019-20: 39.4%	2020-21: 51.1%	2021-22:N/A	2022-23: N/A	30%
HG Graduation Rate	2019-20: 27.7 (4-year) 57.8% (5-year)	2020-21: 15.5 % (4-year) 46.7% (5-year)	2021-22:N/A	2022-23: N/A	30%
% Of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Facilities in “good” repair as measured by FIT	2020-21: Exemplary	2021-22: Good	2022-23: Good	2023-24: Good	Good

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Despite efforts to implement a school-wide MTSS approach to collect and analyze student achievement data to provide best instructional practices, there were significant barriers to learning and receiving supports which affected our students’ overall ability to increase proficiency in ELA and math. With approximately 50% of our school struggling with chronic absenteeism due to a number of complex and challenging socioeconomic circumstances, interventions and support resources had limited impact. Even with ELA and math remaining growth areas, our students significantly increased science proficiency by almost 10 percentage points from the 21-22 to the 22-23 school year. We will continue to invest in professional learning that will equip our faculty with data proven instructional practices to target supports as needed to our most vulnerable student populations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures included some marginal differences with the cost of salary and benefits for our faculty and administration due to the varying benefits elections. Actual costs were higher than originally estimated. Our actual expenditures on some instructional materials were less than anticipated due to less overall use and prorated cost from our vendors. In some cases, we estimated more investment in technology costs, however, when actual costs were lower, we adjusted those planned expenditures to additional enrichment experiences, instructional field trips and our before and after school program offerings to support overall student learning and high engagement.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Our actions were somewhat effective in making progress toward our LCAP goal with gains in achieving proficiency in science on the CAST test. We still have a lot of work to do to increase ELA and math proficiency and ensure foundational levels of literacy and numeracy are established with our students. One critical barrier to implementing effective actions involved chronic absenteeism of students for whom supports could not work effectively in their absence. Paired with this was the vacancy of critical intervention support personnel who work closely with instructional staff to collect and analyze achievement data and provide supports to students. In the last year, 50% of our students were chronically absent. Our students and their families face intensive socioeconomic challenges, and struggle to attend school consistently. With a high rate of homelessness and extreme poverty, our students and their families face difficulties with committing to attendance at our school. We struggled to implement a strong program of MTSS to identify the needs of our students, inform instructional decisions, and improve the academic outcomes of our students. While our attendance rate increased from 85.7% to 89.7%, we faced difficulties with our academic achievement testing.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have changed our planned goals and metrics for the coming year to focus specifically on data proven instructional methods and metrics that support academic achievement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Continue to develop and implement a comprehensive, coherently focused, evidence-based schoolwide Professional Development Plan that supports all teachers to improve the quality and delivery of a standards-aligned and rigorous instructional program, that includes differentiation to address the diverse learning needs of all students (English Learners, Students with Disabilities), and that engages all learners in order to close the achievement gap among all student groups.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of students with access to Standards-aligned materials	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%
Implementation of the Academic content & performance Standards - measured using Local Indicator Priority 2					
% Of fully credentialed & Appropriately assigned Teachers	2020-21: 93%	2021-22: 100%	2022-23: 83%	2023-24: 100%	100%
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 3.3% Data Not available Summative ELPAC: 6.74% proficient/Well-developed 31.46% Moderately Developed	2021-22: 62% Initial ELPAC: 0.0% Proficient 5.56% Intermediate 94.44% Novice Summative ELPAC: Data not available	2022-23: Initial ELPAC: 0.0% Proficient 5.26% Intermediate 94.74% Novice Summative ELPAC: Data not available	Available Fall 2024	15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26.97% Somewhat Developed 34.83% Beginning to Develop				
Reclassification Rate	2019-20: 0%	2020-21: 0%	2021-22: 3%	2022-2023: 19% (19/98 EL students)	10%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	100%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Our faculty and staff engaged in professional learning and training in restorative practices and instructional methodologies with support from our restorative practice coordinator and our instructional coaches. We were able to reclassify 19 English Learners, which is approximately 19% of our entire EL student subgroup. This was a significant increase over the prior year with only 3% reclassifying in 21-22.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Planned expenditures for this goal were higher than actual expenditures. We did not engage in all of the professional development options as originally planned and costs were less due to shorter contracts that were prorated without full adoption. Furthermore, we conducted in-house training with dedicated academic intervention personnel which lowered the costs of training for faculty and staff.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific professional development learning experiences were effective in implementing restorative practices to provide a culturally relevant learning environment. We saw success with reclassification for our students and developing approaches that incorporated strong

Social emotional learning strategies, however, we still need to cultivate additional professional development to ensure mastery among faculty of data proven instructional methods with our specific student subgroups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the coming year, we adjusted our first goal to incorporate instructional professional development as a component of making academic progress for students and included progress for EL students within that primary academic goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Engage parents, families, and members of the community as partners through communication and education to support student academic achievement and provide a safe, supportive, inclusive, and positive learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate	2019-20: 8.5%	2020-21: 0%	2021-22: 10%	2022-23: 0.0%	<2%
Expulsion Rate	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0.0%	0%
Student Survey: Sense of safety & school connectedness	2020-21: Not reported (remote learning) - Sense of safety Not reported (remote learning) - School connectedness	2021-22: % Sense of safety 82% (Gr 10)/62% (Gr 11) 44% (Gr 12) School connectedness 76% (Gr 10)/66% (Gr 11) 47% (Gr 12)	2022-23: N/A	Fall 2023: % of students who felt connected to an adult at school most or all of the time: TK - 2nd: 72.1% 3rd-8th grade: 61.1% % of students who felt like they mattered in the school most or all of the time: TK-2nd: 40% 3rd-8th grade: 40.3% % of students who felt like they belonged at the school most or all of the time: TK-2nd: 48.8% 3rd - 8th grade: 46.6%	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey: Sense of safety & school connectedness	2020-21: Not reported (remote learning) Sense of safety 79% School connectedness	2021-22: 93% Sense of safety 69% School connectedness	2022-23: % of parents whose child feels extremely or very safe at school: 75% % of parents who agree or strongly agree they are satisfied with amount of information regarding child's progress: 84.4% % of parents who feel their child has a connection with an adult at school: 68.8%	2023-2024: % of parents whose child feels extremely or very safe at school: 67.9% % of parents who agree or strongly agree they are satisfied with amount of information regarding child's progress: 67.9% % of parents who feel their child has a connection with an adult at school: 64.3%	80%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: 95% Sense of safety 94% School connectedness	2021-22: 95% Sense of safety 100% School connectedness	2022-23: Pending Results	N/A	80%
Parent Input & Decision Making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Selfreflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 4	2021-22: CDE's Selfreflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2022-23: Pending Results	2023-2024: Results unavailable	Ranking 4+

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE’s Priority 3: Self-reflection Tool	2020-21: CDE’s Selfreflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE’s Selfreflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2022-23: Pending Results	2023-2024: Results unavailable	Ranking 4+

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, our school maintains a positive school culture and climate where a majority of students and parents feel safe, connected and well-informed about school policies and decision making. We are working to continue increasing parent engagement through committee involvement and opportunities for families to participate in school and classroom activities. Given that a large percentage of our families struggle with housing insecurity, it can be challenging to get more involvement and engagement with parents. Our families are generally satisfied with program offerings including before and after school programs that engage students in enrichment, extracurricular and high engagement activities as well as with dedicated support staff such as our parent liaison.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant differences between planned and actual expenditures.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The specific actions for this goal were effective in making progress toward strong parent engagement. We had high engagement from families and students who participated in specific family activities and festivals during the year as well as high attendance and engagement in our before and after school care and enrichment program.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We have included parent and family engagement in our 24-25 LCAP as part of goal 2, creating a positive school climate. We have also adjusted our metrics to include parent participation in school activities and events.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Howard Gardner Community School	Danielle Taylor Executive Director	dtaylor@hgcschool.org 619-934-0400

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Howard Gardner Community School (HGCS) was established in Fall 2012, as a direct-funded Charter School in Chula Vista that focuses on Gardner’s concept of Multiple Intelligences. Our school’s charter was renewed by the San Diego County Office of Education to operate for an additional 5-years. As of this year, HGCS serves 239 students in grades TK-8 with the following demographics: 97.5% Hispanic, 2.1% African American, 0.4% Asian, 15.5% Students with Disabilities (SWD), 55.6% English Learners (EL), 0.4% Foster Youth (FY), 29.7% Homeless Youth (HY), and 84.9% Socioeconomically Disadvantaged (SED).

MISSION

Howard Gardner Community School will provide students with a unique, and supportive learning environment based on the tenets of multiple intelligence theory, facilitate the development of 21st century skills, and create an atmosphere where ALL students reach their highest potential.

VISION

- We will create and foster a community of lifelong learners who are primed for success in the 21st century.
- We pledge to thoughtfully educate students of all academic and developmental levels using Howard Gardner’s Multiple Intelligences as our framework.
- We continually strive to improve our instruction through professional development and cutting-edge, research-based practices.
- Our rigorous and progressive curriculum will foster student engagement and our teachers will facilitate and promote the qualities of passion, imagination, adaptability, perseverance, courage, self-awareness, and curiosity.

- We will utilize the data obtained from formative and summative assessments to help guide our instruction.
- We believe children are most successful when staff, students, and families work together.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

HGCS strives to provide a high quality learning environment and instructional program to a majority of underserved students and families who struggle with significant socioeconomic factors affecting their ability to attend school consistently and make academic progress toward mastery in content areas. In most areas as reflected on the California dashboard HGCS earned red or orange indicators. Significant barriers to progress include extreme poverty, housing and food insecurity, illness and overall challenges to physical and mental health and wellbeing. Due to these challenges, specific areas of growth remain as focus areas for our school. These areas include: Chronic absenteeism (red - 50% of students are chronically absent); English Learner progress (orange - 47.5% of students making progress) with 3.1% decline in progress overall; English Language Proficiency (red - declined 31.5 points); Math proficiency (red - declined 23.8 pts); These data show that there remain significant challenges for students to make progress in English Language development and mastery of content standards. Despite these challenges, we continue to strive to provide high quality data proven instruction and targeted supports for specific populations of students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Howard Gardner Community School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

HGCS will examine baseline data (CAASPP ELA and Math, iReady literacy assessments) for all students at all grade levels, and ELPAC assessment data for English Learners, to identify specific barriers to learning and where knowledge and skills gaps exist. We will implement frequent common internal assessments (iReady and teacher-created common assessments) to collect and analyze student achievement data to monitor student progress toward meeting standards every four weeks. This frequent analysis will provide critical information to make

adjustments to pacing or reteach skills and content as necessary. Furthermore, we will provide specific training in best instructional practices for English Learners such as: culturally responsive instruction, literacy instruction in primary language when possible, vocabulary across content areas, increased academic oral language development, encouraging family involvement through book sharing and at home reading (in child's home language), among other strategies.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Administration and faculty will collaborate to design common assessments in each grade level to evaluate student progress toward mastery of CCSS in ELA, Math, literacy and English Language development. Every four weeks, teachers will implement common assessments to gauge student progress for the prior 4 week period. They will collect, score and analyze student results through norming sessions to identify common areas where skills and knowledge gaps exist at each grade level. Pacing will be customized by grade level teams to reteach specific standards and concepts. Then those areas of skills and knowledge gaps will be reassessed through this Tier 1 MTSS intervention strategy. The effectiveness of this CSI plan will be evaluated based on progress students make during the reassessment phase of skills and knowledge that have been retaught using data proven methodologies. In order to ensure the CSI plan is working, a minimum percentage of students must show evidence of progress each time a concept is retaught and reassessed for mastery. Instructional coordinators will collaborate with teachers and engage in strong professional development practices such as peer observation and training to address specific skills gaps and evaluate the effectiveness of the approach.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Principal consulted with Governing Board at monthly board meetings	Data points shared with discussions related to pertinent issues affecting school and LCAP goals and metrics
Internal on-site leadership and faculty	Bi-weekly professional development meetings and trainings coordinated in collaboration with school leadership in response to data points, LCAP goals and actions and input related to adjustments to make for 24-25 LCAP goals, metrics and actions
Classified and support staff	Weekly staff development meetings provided information exchange and input/feedback from staff for adjustments to LCAP goals and actions
Parents and families	On-site parent engagement meetings with principal every two months to review concerns, questions, suggestions and public comment from parents and families to inform future actions and keep community apprised of student progress; Additional school safety and connectedness surveys sent out to families annually mid-year for input and review of parent concerns and questions. Additionally, parent advisory committee meetings 3x/ annually provided input from families on specific metrics and formation of actions for 24-25 LCAP. ELAC, DLAC, EL Parent Advisory Committee met 4x/ annually to engage parents, share information, hear concerns and address questions to shape needs/goals for 24-25 LCAP.
SELPA consulted via email	Selpa consulted via email for 24-25 goal and metric review and input for LCAP
HGCS Students	Students consulted during specific student led conferences and leadership meetings as well as in SEL circles to share feedback and

Educational Partner(s)	Process for Engagement
	commentary which was used to inform the 24-25 LCAP. Students were also surveyed at the start of the school year to share feedback about feelings of connectedness and safety at school, which informed goal 2 of the 24-25 LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Specific feedback from educational partners included a need for specific, consistent interventions to provide wraparound support for students and families to feel safe and secure in order to optimize learning. Professional development in EL strategies resulted in gains for our EL population with regard to reclassification rate, but additional training in best instructional practices and culturally responsive teaching methods are needed to increase student achievement in specific content areas for English and math. Overall, feedback provided indicated most students and families feel connected and safe and feel comfortable reaching out to administration for information and guidance about their child's progress. While most feel safe and secure at school, survey feedback from students indicated about 40% of students do not feel connected or safe. Combined with frustrations and challenges related to chronic absenteeism, more innovative strategies to bridge the learning gap between school and home are necessary. Families appreciated personnel dedicated to family engagement efforts and these actions will continue in the 24-25 LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a high quality, standards-aligned and rigorous instructional program for all students	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP - ELA	2022-2023: 16.13%			30% or +5% annually	
1.2	CAASPP - Math	2022-2023: 3.9%			20% or +5% annually	
1.3	CAST Schoolwide	2022-2023: 11.32%			25% or +5% annually	
1.4	CAST - 5th Grade	2022-2023: 7.69%			20% or +5% annually	
1.5	CAST - 8th Grade	2022-2023: 14.81%			30% or +5% annually	
1.6	iReady Scores - ELA	2022-2023: 11.7% (26/221 students) On grade level or above			30% or +5% annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	iReady Scores - Math	2022-2023: 3.5% (8/221 students) on grade level or above			20% or +5% annually	
1.8	% of Instructional Staff who are fully credentialed and appropriately assigned	2022-2023: 100%			100%	
1.9	% of Students with access to standards aligned material	2022-2023: 100%			100%	
1.10	% Of EL who made progress toward English Proficiency measured by ELPAC	2022-2023: Initial ELPAC: 0.0% Proficient 5.26% Intermediate 94.74% Novice Summative ELPAC: Data not available			Initial ELPAC: Increase Proficient 5% annually Increase Intermediate 5% annually Decrease Novice 5% annually	
1.11	Reclassification Rate for EL	2022-2023: 19%			35% of +5% annually	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Administration and Faculty	Provide a highly qualified certificated Administrative staff and faculty to support the instructional program	\$885,466.00	No
1.2	Targeted instructional supports - S&C	Instructional Support resources and personnel for Socioeconomically Disadvantaged, English Learner, and Foster students	\$278,187.26	Yes
1.3	Classified Instructional Support	Salaries for specific instructional support professionals - school wide	\$154,990.84	No
1.4	Clerical and Office Staff	Classified salaries for clerical and office staff	\$170,650.42	No
1.5	Professional Development	Professional development - training, conferences, external instructional consultants to support and develop the professional skills of teachers for instructional methodology, pedagogy and best practices	\$21,705.53	No
1.6	Professional Development-specific to targeted support for unduplicated populations - S&C	Specific training for certificated and classified instructional personnel to provide targeted support for unduplicated populations	\$8,926.86	Yes
1.7	Instructional Materials	Materials to support educational development, including books, texts, and supplementary media	\$63,527.78	No

Action #	Title	Description	Total Funds	Contributing
1.8	S&C - Specific EL Curriculum	Instructional Materials to provide increased and improved supports for English Learners through adopted curriculum, books, software, and instructional technology	\$20,092.58	Yes
1.9	Instructional Technology	Instructional Technology tools and materials such as software licenses, computers, monitors, mice, keyboards, laptops, etc	\$40,752.82	No
1.10	Testing Materials and Software	Materials and software related to required standardized state and interim assessment testing	\$20,552.47	No
1.11	Special Education Services	All related services for the special education program including specified personnel, instructional materials, classified support personnel (Paraprofessionals)	\$606,031.29	No
1.12	Academic Enrichment Programs	Enrichment programs and experiences including field trips, extended learning, specialized programs, assemblies	\$265,569.13	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Establish a positive school climate through a strong MTSS framework and strong parental engagement to support overall student well-being.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	2022-2023: 89.7%			95%	
2.2	Chronic Absenteeism	2022-2023: 50%			25% or decrease by 10% annually	
2.3	Parent Engagement Survey: % satisfaction with information about child's progress % whose child connected to adult at school	2023-2024: % of parents who agree or strongly agree they are satisfied with amount of information regarding child's progress: 67.9% % of parents who feel their child has a connection with an adult at school: 64.3%			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Parent attendance at school events and activities	2024-2025 will be the baseline year			50% of parents will attend at least one school meeting, activity or event once each semester	
2.5	Student Climate Surveys - % of students: who feel safe - (parent survey) who feel connected - who feel like they matter - who feel like they belong -	2022-2023: safe: 75% connected: TK-2 - 72.1% 3rd-8th - 61.1% matter: TK-2nd: 40% 3rd-8th grade: 40.3% belong: TK-2nd: 48.8% 3rd - 8th grade: 46.6%			100%	
2.6	Facilities in Good Repair	2022-2023: 100%			100%	
2.7	Suspensions	2022-2023: 0.0%			0%	
2.8	Expulsions	2022-2023: 0.0%			0%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling and SEL Support Personnel	All funding related to counseling and support services for students	\$93,015.17	No
2.2	Attendance counselor and supports - S&C	Staffing to assist with addressing chronic absenteeism, family outreach and supports to improve chronic absenteeism among unduplicated student populations	\$58,343.81	Yes
2.3	Parent Engagement	All funding related to parent based engagement activities and communication	\$35,131.25	No
2.4	Before and After School Enrichment Program	Funding for the development and implementation of the Before and After School Enrichment Programs	\$217,055.32	No
2.5	Social and Emotional Student Support Programs	Funding for social and emotional student well-being support programs, MTSS and student wellness, as well as instructional supplies to raise awareness and promote good nutrition and physical and mental wellness	\$2,500.00	No
2.6	Health and Safety Materials	Materials for student wellness including health and safety materials	\$5,000.00	No
2.7	Food and Nutrition for Students	Food and nutrition services for students	\$182,753.84	No

Action #	Title	Description	Total Funds	Contributing
2.8	Facilities Management	Funding related to the upkeep and maintenance of school facilities to maintain a clean, safe, secure learning environment.		No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$363851	\$8391

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.743%	0.000%	\$0.00	18.743%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Targeted instructional supports - S&C</p> <p>Need: Low academic achievement for students in ELA, math, science</p> <p>Scope: Schoolwide</p>	Targeted instructional support personnel and strategies focused on specific learning needs of EL, foster and low income students will assist to increase achievement; most of the school population is unduplicated and will benefit from specific supports	CAASPP ELA and CAASPP Math, iReady interim assessments, CAST annual assessment for 5th and 8th grade students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Attendance counselor and supports - S&C</p> <p>Need: Supports to address root causes of chronic absenteeism</p> <p>Scope: Schoolwide</p>	Specific role focused on improving awareness and communication around chronic absenteeism and the need to be in school	Attendance rate and chronic absenteeism rate

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	<p>Action: Professional Development- specific to targeted support for unduplicated populations - S&C</p> <p>Need: Increased academic achievement for unduplicated students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Data proven best practices will result in academic improvement for English Learner students, low income and foster students	Interim and annual state assessments - CAASPP, CAST, ELPAC
1.8	<p>Action: S&C - Specific EL Curriculum</p> <p>Need:</p>	Specific instructional methods data proven to address EL needs will result in increased proficiency for EL students	Interim and annual state assessments - CAASPP, CAST, ELPAC

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Increased proficiency for EL students in ELA, math and science Scope: Limited to Unduplicated Student Group(s)		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to provide additional part-time staff will be used to support collaborative efforts to collect and analyze student performance and engagement data every 4 weeks. Support personnel will work to identify gaps in learning and design strategies to provide customized and targeted interventions for unduplicated students to increase proficiency in ELA, particularly literacy, and math foundation skills.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:20 staff to student ratio
Staff-to-student ratio of certificated staff providing direct services to students		1:20 staff to student ratio

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1941264	363851	18.743%	0.000%	18.743%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,124,586.44	\$1,005,665.93			\$3,130,252.37	\$2,199,654.28	\$930,598.09

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Certificated Administration and Faculty	All	No			All Schools	Ongoing	\$885,466.00	\$0.00	\$885,466.00				\$885,466.00	
1	1.2	Targeted instructional supports - S&C	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$203,187.26	\$75,000.00	\$278,187.26				\$278,187.26	76.1
1	1.3	Classified Instructional Support	All	No			All Schools	Ongoing	\$154,990.84	\$0.00	\$154,990.84				\$154,990.84	
1	1.4	Clerical and Office Staff	All	No			All Schools	Ongoing	\$170,650.42	\$0.00	\$170,650.42				\$170,650.42	
1	1.5	Professional Development	All	No			All Schools	Ongoing annually	\$0.00	\$21,705.53	\$21,705.53				\$21,705.53	
1	1.6	Professional Development- specific to targeted support for unduplicated populations - S&C	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$8,926.86	\$8,926.86				\$8,926.86	2.44
1	1.7	Instructional Materials	All	No			All Schools	Ongoing	\$0.00	\$63,527.78	\$63,527.78				\$63,527.78	
1	1.8	S&C - Specific EL Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing as needed	\$0.00	\$20,092.58	\$20,092.58				\$20,092.58	5.5
1	1.9	Instructional Technology	All	No			All Schools	Ongoing	\$0.00	\$40,752.82	\$40,752.82				\$40,752.82	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.10	Testing Materials and Software	All	No			All Schools	Ongoing	\$0.00	\$20,552.47	\$20,552.47				\$20,552.47	
1	1.11	Special Education Services	Students with Disabilities	No			All Schools	Ongoing	\$531,487.29	\$74,544.00	\$265,743.65	\$340,287.64			\$606,031.29	
1	1.12	Academic Enrichment Programs	All	No			All Schools	Ongoing	\$40,124.00	\$225,445.13		\$265,569.13			\$265,569.13	
2	2.1	Counseling and SEL Support Personnel	All	No			All Schools	Ongoing	\$93,015.17	\$0.00	\$93,015.17				\$93,015.17	
2	2.2	Attendance counselor and supports - S&C	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$55,843.81	\$2,500.00	\$58,343.81				\$58,343.81	15.96
2	2.3	Parent Engagement	All	No			All Schools	Ongoing	\$35,131.25	\$0.00	\$35,131.25				\$35,131.25	
2	2.4	Before and After School Enrichment Program	All	No			All Schools	Ongoing	\$0.00	\$217,055.32		\$217,055.32			\$217,055.32	
2	2.5	Social and Emotional Student Support Programs	All	No			All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
2	2.6	Health and Safety Materials	All	No			All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.7	Food and Nutrition for Students	All	No			All Schools	Ongoing	\$29,758.24	\$152,995.60		\$182,753.84			\$182,753.84	
2	2.8	Facilities Management	All	No			All Schools	Ongoing								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1941264	363851	18.743%	0.000%	18.743%	\$365,550.51	100.000%	118.831 %	Total:	\$365,550.51
								LEA-wide Total:	\$0.00
								Limited Total:	\$29,019.44
								Schoolwide Total:	\$336,531.07

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Targeted instructional supports - S&C	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$278,187.26	76.1
1	1.6	Professional Development-specific to targeted support for unduplicated populations - S&C	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$8,926.86	2.44
1	1.8	S&C - Specific EL Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,092.58	5.5
2	2.2	Attendance counselor and supports - S&C	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$58,343.81	15.96

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,868,507.00	\$2,871,982.34

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM]	No	931,440	1106427
1	1.2	MEASURING STUDENT PROGRESS-ASSESSMENTS	No Yes	40,000	20969.94
1	1.3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	154,657	171434
1	1.4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No Yes	171955	174040.9
1	1.5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	413,172	390054.80
1	1.6	BROAD COURSE OF STUDY/PROMOTING A "COLLEGE-GOING" CULTURE		0	0
1	1.7	SERVICES TO SUPPORT SWD	No	670422	601319.84

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	PROFESSIONAL DEVELOPMENT	No	99,750	18379
			Yes		
2	2.2	STRENGTHENING EL PROGRAM & SERVICES	No	94,286	95989.56
			Yes		
2	2.3	CORE CURRICULAR PROGRAM NEEDS	No	36,200	3152.88
2	2.4	CLOSING THE DIGITAL DIVIDE	No	80,250	53304.53
3	3.1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	No	125,825	185915.44
			Yes		
3	3.2	Parent Input In Decision-Making	No	0	0
3	3.3	Opportunities Provided to Support Parent Engagement & Participation	No	50,550	50994.45
			Yes		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
359536	\$582,366.00	\$582,366.29	(\$0.29)	373.010%	413.000%	39.990%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	MEASURING STUDENT PROGRESS-ASSESSMENTS	Yes	40000	20969.94	6.87	3.60
1	1.4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	171955	210117.90	29.53	36.08
2	2.1	PROFESSIONAL DEVELOPMENT	Yes	99750	18379	17.13	3.16
2	2.2	STRENGTHENING EL PROGRAM & SERVICES	Yes	94286	95989.56	16.19	16.48
3	3.1	Promoting Positive School Climate, Student Engagement & Safe Learning Environment	Yes	125825	185915.44	21.61	31.92
3	3.3	Opportunities Provided to Support Parent Engagement & Participation	Yes	50550	50994.45	8.68	8.76

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1838452	359536	0	19.556%	\$582,366.29	413.000%	444.677%	\$0.00	0.000%